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AUTHOR Taylor, Marie E.
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ABSTRACT

Purpose of the study was to determine whether rural Mexican American working-class parents differed significantly from rural Anglo American middle-class and/or working-class parents with respect to value orientation, attitudes held toward the value of education, and effects upon school achievement of the 3rd- and 4th-grade children of these parents. Sample groups in the rural agricultural population of the San Joaquin Valley, California, included 20 Mexican American families, 21 Anglo working-class families, and 24 Anglo middle-class families. According to results of the Value Orientation Schedule, all 3 parent groups were oriented to the present, were more "doing" than "being" types of people, and were in harmony with the nature of their life activities. Results of the Minnesota Survey of Opinions--Education Scale indicated that all 3 groups were on the positive side of the attitude scale, with the Anglo middle-class group being strongest. Pupil achievement scores coupled with information on parent's attitudes toward education revealed that parental attitudes did affect the child's school achievement, particularly in reading, except with the Anglo working-class group. Due to small sample size, far-reaching recommendations are not valid. Implications call for the schools to realize that similarities and differences exist between Anglo and Mexican Americans. Five tables, 1 figure, and 60 references are included, as well as materials used in the study. (MB)

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Educational and Cultural Values of Mexican-American Parents

How They Influence the School Achievement of Their Children

Prepared for the
Mexican-American Education Research Project
California State Department of Education

By
Marie E. Taylor

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PREFACE

The extent to which the sociocultural attitudes and values of Mexican-American parents influence the school progress of their children has been given little, if any, attention in past years; nor has a formal appraisal of the degree to which Mexican-American parents value education for their sons and daughters ever been brought into evidence. It is significant, then, that the present document reports the findings of the first known educational study of these twin matters of concern.

Funded through the Mexican-American Education Research Project, this study was recently conducted in a rural, agriculture-oriented town in central California's San Joaquin Valley. The research involved a small sample of Mexican-American parents and their children and included two Anglo-American control groups. By request, the name of the town and the name of the school district where the research was conducted have been withheld from this report.

Because of the anonymity of the school district personnel, not all the people who supported the study can be named. Sincere appreciation is extended to those personnel for their patience and generous assistance. Others who gave excellent support were James D. Nivette, Director, Programs and Services, California Test Bureau; Erwin Sasman, Director, Supplementary Education Center, Office of the Kern County Superintendent of Schools; and Mrs. Pearl Rivera, Jim Collier, and Tom Moran, interviewers.

The findings and the recommendations contained in this well-documented report should be of interest to all educators, particularly to the teachers of children with Mexican-American backgrounds.

EUGENE GONZALES
Associate Superintendent of Public Instruction for Programs and Legislation

JOHN PLAKOS
Coordinator, Mexican-American Education Research Project

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Backgrounds to This Study

Since the first Mexican American graduated from a United States public elementary school in Nueces County, Texas, in 1904, the student population of Mexican Americans attending public schools in the United States has grown to a number exceeding 2,000,000. This ethnic group is the second largest minority group in the United States, and members of this population comprise the largest minority group in California.

Studies of the Mexican American and his special educational problems began to be conducted during the 1930s by such sociologists and educators as L. S. Tireman in New Mexico, Herschel Manuel in Texas, and George Sanchez in New Mexico and Texas. These and other studies pointed up the fact that Mexican Americans belong to a special category that no other immigrant group can lay claim to because (1) they have a special relation to a specific region of the United States – that is, to the Southwest; (2) in significant respects their history is unlike that of European and Asiatic immigrant groups; and (3) immigration from Mexico exhibits marked differences from the familiar European pattern. Hence, such concepts as "acculturation" and "assimilation," which were derived from the study of European immigration, are not entirely applicable to the experiences of the Mexican immigrant. It stands to reason, therefore, that in studying many of the sociocultural patterns of the Mexican American, one would find unique patterns unlike those of any other ethnic group and also unlike those of the majority population (white, Anglo-Saxon, Protestant).

The results of various sociological and educational studies conducted with respect to the Mexican American as a unique ethnic group tend to indicate that between the Mexican American and the Anglo American there are perhaps a vast number of cultural differences which, when brought into the setting of education in the public schools, present basic cultural conflicts that have not been thoroughly understood by educators.

The question of whether or not Mexican Americans reveal a unique cultural pattern in dealing with basic life situations was explored by Florence Kluckhohn and Fred Strodtbeck in a field study that resulted in their publication of *Variations in Value Orientations*.[1] Florence Kluckhohn furthered the theoretical understanding of value orientations by proposing that such orientations manifest themselves in patterns of preference, and that these patterns do vary within and between cultures.

Among the orientations studied by Kluckhohn and Strodtbeck in their field study were the "Man-Nature" value orientation with its "Man-Over," "Man-With," and "Man-Subjugated-to-Nature" alternatives; the "Time" value orientation with its "Future," "Present," and "Past" alternatives; and the "Activity" value orientation with "Being" and "Doing" as alternatives. These seem to have supported the findings of other studies that show the Spanish American (Mexican American) as having a unique cultural pattern of dealing with life situations.

A few recently conducted studies tend to reveal that value orientations do have some relevance to school achievement; but these studies have not been carried out with a Mexican-American population, and hence no information that would allow a researcher to identify differences, if any, in value orientation and school success for this ethnic group is available. It should also be noted that these recent studies have administered Florence Kluckhohn's value-orientation scale to pupils and not to the parents of pupils, as this study set out to do.

Establishing the groundwork for studying the Mexican American as a unique ethnic group, socioculturally speaking, leads this researcher into a brief introduction of why the focus of this study concerns the parents of Mexican-American schoolchildren.

Several experts in the fields of psychology and education have conducted studies for the purpose of investigating the influence of parental attitudes and other background factors upon the

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[1] Florence Kluckhohn and Fred Strodtbeck, *Variations in Value Orientations.* New York: Harper & Row Pubs., 1961.

achievements of their children in school. Fraser, Mannino, Wall, Sewell, Reissman, and Rosen all found that parental attitudes significantly had a direct bearing on the child's achievement in school. These studies were not conducted with a Mexican-American population. The familial structure of the Mexican-American culture shows a much greater control and influence over the child's behavior than that of the white, Anglo-Saxon, Protestant, middle-class parent in our American cultural system. Munro Edmonson states that:

> Hispano social structure is marked by a diffuse emphasis upon age seniority but without formal age grading apart from the Anglo school system. There is a rigid pattern of segregation of sexes from childhood and a consistent and explicit sexual division of labor both within the household and in relation to general cultural participation. The kinship terminology is of a European lineal type and the bilateral extended family or kindred, though rather vaguely defined, is emphasized as a major unit of the society.[2]

To date no study that explores the sociocultural patterns and attitudes held by Mexican-American parents as they may or may not influence the achievement of their children in the public schools has been conducted.

Unfortunately, because the drop-out rate for Mexican-American students has been over 75 percent of the total Mexican-American enrollment not completing high school, educators have assumed, perhaps erroneously, (1) that there is a lack of motivational support from the parents of these students; and (2) that the parents do not hold the attitude that education is a significant factor for success and satisfaction in one's lifetime. Here again, no formal assessment of the degree to which Mexican-American parents value education for their children has ever been conducted. The study described in the present document set out to investigate this area of concern.

In order to measure parental attitude toward the value of education, this researcher selected the Minnesota Survey of Opinions – Education Scale.[3] The instrument selected to measure value orientation was that developed by Florence Kluckhohn and Fred Strodtbeck – Value Orientation Schedule.[4] Their material on the Time orientation, the Activity orientation, and the Man-Nature orientation was selected for use in this study. School grades and standardized test scores were employed as indicators of school success. Standardized test scores were also used as measures of the intelligence quotient of each pupil.[5]

Purpose of the Study

It was the purpose of this study to determine whether rural Mexican-American working-class parents differed significantly from rural Anglo working-class parents and rural Anglo middle-class parents with respect to value-orientation patterns and the attitudes held toward the value of education. The patterns of differences were then used to determine what effect they had upon the achievement of the third- or fourth-grade children of these parents.

The Population Sampled

The parents and the schoolchildren selected for this study were drawn from a community located in the San Joaquin Valley in central California. The community is classified as rural and is engaged mainly in agricultural activities. The sample groups selected for the study were drawn from the elementary school district located in this community. The enrollees in the third and fourth grades

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[2]Munro Edmonson, *Los Manitos – A Study of Institutional Values.* New Orleans: Tulane University Press, 1957, p. 87.

[3]In Edward Rundquist and Raymond Sletto, *Personality in the Depression.* Child Welfare Monograph Series, No. 12. Minneapolis: University of Minnesota Press, 1936.

[4]In Florence Kluckhohn and Fred Strodtbeck, *Variations in Value Orientations.* New York: Harper & Row Pubs., 1961.

[5]See listings of test materials under "Other Sources," Selected References.

were separated into groups of Anglo-American and Mexican-American children. These two groups were then further delimited according to the occupation of the head of the household. The following three groups were used in the study:

1. Mexican-American working-class group – described on the Index of Status Characteristic (I.S.C.), Warner and Others,[6] as levels five and six. This included mostly nonskilled laborers and excluded itinerate workers.
2. Anglo-American working-class group – placed on the same scale as the Mexican-American group at levels five and six on the I.S.C.
3. Anglo-American middle-class group – classified on levels two and three on the I.S.C.

The Anglo-American groups were included in this study for purposes of comparison.

The final sample included 20 families in the Mexican-American group, 21 families in the Anglo-American working-class group, and 24 families in the Anglo-American middle-class group. Each family consisted of the mother and the father and one child in the third or fourth grade. The differences in the sizes of the groups were controlled statistically, allowing no interference in the significance of the data reported in the findings.

Instruments Utilized

The instruments used in this research were the Time, Man-Nature, and Activity sections of the Kluckhohn and Strodtbeck Value Orientation Schedule (see the questionnaire in the addenda to this report); the Minnesota Survey of Opinions – Education Scale (see the Education Scale in the addenda to this report); and the Comprehensive Tests of Basic Skills.

Value Orientation Schedule. The sections utilized in the Value Orientation Schedule – Time, Man-Nature, and Activity – were adopted in their entirety and included five Time orientation items, five Man-Nature orientation items, and five Activity orientation items. Each item followed the same general format. A problem or situation was described by a brief introductory statement, which in turn was followed by alternative responses to the problem or situation. In the case of the section on Activity orientation items, each introductory statement was followed by two alternative responses labeled A and B. All of the responses represented alternative value orientations. The Time orientation responses represented Past, Present, and Future orientations; the Man-Nature orientation reponses represented Man-over-Nature, Man-with-Nature, and Man-Subjugated-to-Nature orientations; and, finally, the Activity orientation responses represented a Doing or Being value orientation.

Minnesota Survey of Opinions – Education Scale. The Minnesota Survey of Opinions was developed in the 1930s to measure the effects of the Depression on the personality and family life of young people.

The authors of the survey selected six general fields for inclusion in their instrument: general morale, inferiority, family relationships, respect for law, economic conservatism, and attitude toward the value of education. For the purposes of this study, only the last area – attitude toward the value of education – was selected by this researcher to be administered to the sample studied.

The Education Scale contains 22 statements about the value of education to which the individual is asked to respond by stating that he strongly agrees, agrees, is undecided, disagrees, or strongly disagrees. The answers indicate the degree to which the respondent estimates the value of education. Each item is scored numerically on a one- to five-point scale. A response of "strongly agree" may be a five-point score on one item or a one-point score on another item. The scoring of these items was taken directly from that used by the authors of this scale – Rundquist and Sletto.[7]

The Comprehensive Tests of Basic Skills. The Comprehensive Tests of Basic Skills (CTBS) are a California series of educational tests with alternate forms for grades ranging from the second half of

[6]W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, *Social Class in America.* Chicago: Science Research Associates, 1949.

[7]Rundquist and Sletto, *op. cit.*

grade two through grade twelve. The tests are divided into four levels that overlap at grades four, six, and eight. Level 1, used for this study, includes the second half of grade two, grade three, and grade four.

The objectives of the tests are classified under four broad intellectual processes: recognition and/or application, translation, interpretation, and analysis. The emphasis in the process dimension is on the measurement of comprehension and application of concepts and principles as generally understood by school personnel, rather than on the measurement of knowledge per se.

Procedures Followed

The parent sample was interviewed and asked to respond to a descriptive type of questionnaire based on the Value Orientation Schedule and to a five-point-scale type of questionnaire based on the Minnesota Survey of Opinions – Education Scale. The parents were also asked to fill out individual data sheets. (Working copies of these materials are shown in the addenda to this report.)

The Mexican-American parent sample was interviewed by a bilingual interviewer and was given the opportunity to select the Spanish or the English versions of the questionnaires.

The pupil sample was administered the CTBS achievement test battery by the researcher. All children were tested in English, inasmuch as the study was designed to determine their achievement in school under the normal instructional program.

Findings of the Study

Parent Descriptive Data. In order to define further the parameters of the parent sample, descriptive data were collected at the time of the interview. The following categories of description were included: number of generations the parents and the child had been in the United States; the language or languages spoken in the home; the parents' educational background; where the parents had attended school; and the parents' educational aspirations for their child. These categories of descriptive information were determined by consultation with experts in the field and by the judgment of the researcher.

Table 1 shows an overall picture of the parent samples used in this study. The medians obtained for each of the major items were used in each of the cells. Mothers' and fathers' responses were collapsed in each cell on the basis that none of the medians differed for these two groups in any of the major descriptive items.

Value Orientation Schedule. The sections used from the Value Orientation Schedule were Time, Activity, and Man-Nature. Tables 2, 3, and 4 show the results of these sections – Time, Activity, Man-Nature, respectively. In analyzing the results, the researcher found that there were no statistical differences among the groups with respect to any of these sections. All three sample groups were oriented to the present, were more "Doing" than "Being" types of people, and were in harmony with nature in their life activities.

Minnesota Survey of Opinions – Education Scale. On the basis of the Minnesota Survey of Opinions – Education Scale, Table 5 indicates that there were significant differences among the three groups in their attitudes toward the value of education; *however, all three groups were on the strong-positive side of the attitude scale.* All three groups placed a strong value on education; only the Anglo-American middle-class group was stronger in its attitudes than were the Anglo-American working-class group and the Mexican-American working-class group.

Pupil's achievement score and parents' attitudes toward education. The final part of the study was to determine whether or not the results of applying the Education Scale, as used in the Minnesota Survey of Opinions, showed that parental attitudes toward education had any effect upon the child's achievement in school.

Table 1
Parent Descriptive Data Profile

Item	Mexican-American lower class	Anglo-American lower class	Anglo-American middle class
Generations in the U.S.	Child born in U.S.; parent(s) born in Mexico	Child and parent born in U.S.	Child and parent born in U.S.
Language(s) spoken in home	English and Spanish	English only	English only
Parents' educational background	0 – 6 years of education completed	10 – 12 years of education completed	Junior college diploma received
Where parents attended school	United States	United States	United States
Parents' educational aspirations for child	2 years of college	2 years of college	College diploma

Table 2
Value Orientation Schedule: Time – Past, Present, Future

Case detail	Mexican-American lower group		Anglo-American lower group		Anglo-American middle group	
	Mother	Father	Mother	Father	Mother	Father
Past	1	0	0	0	0	0
Present	15	14	12	16	15	13
Future	4	6	9	5	9	11
Mean score	2.1	1.9	2.4	2.2	2.3	2.4
Median score	2	2	2	2	2	2
Standard deviation	.47	.45	.48	.42	.47	.50
Total number of cases	20	20	21	21	24	24

Legend for Scoring

Five items in the questionnaire related to Time. Each item response was given a numerical value, namely: Past – 1; Present – 2; Future – 3. The median of these five items was the assigned overall orientation to Time.

Table 3

Value Orientation Schedule: Activity – Being, Doing

Case detail	Mexican-American lower group		Anglo-American lower group		Anglo-American middle group	
	Mother	Father	Mother	Father	Mother	Father
Being	2	2	4	2	4	7
Doing	18	18	17	19	20	17
Mean	1.9	1.9	1.8	1.9	1.8	1.7
Median score	2	2	2	2	2	2
Standard deviation	.30	.30	.38	.30	.37	.45
Total number of cases	20	20	21	21	24	27

Legend for Scoring

Five items in the questionnaire related to Activity. Each item response was given a numerical value, namely: Being – 1; Doing – 2. The median of these five items was the assigned overall orientation to Activity.

Table 4

Value Orientation Schedule: Man-Nature – over, with, Subjugated to

Case detail	Mexican-American lower group		Anglo-American lower group		Anglo-American middle group	
	Mother	Father	Mother	Father	Mother	Father
Subjugated to Nature	4	1	3	1	0	1
With Nature	7	5	10	14	19	18
Over Nature	9	14	8	6	5	5
Mean score	2.2	2.6	2.2	2.2	2.2	2.1
Median score	2	2	2	2	2	2
Standard deviation	.76	.57	.68	.52	.40	.46
Total number of cases	20	20	21	21	24	24

Legend for Scoring

Five items in the questionnaire related to Man-Nature. Each item response was given a numerical value, namely: Subjugated to Nature – 1; With Nature – 2; Over Nature – 3. The median of these five items was the assigned overall orientation to Man-Nature.

Table 5

Minnesota Survey of Opinions – Education Scale

Case detail	Mexican-American lower group	Anglo-American lower group	Anglo-American middle group
Mean score	50.1	46.8	42.8
Median score	49	46	43
Standard deviation	5.55	8.10	8.36
Total number of cases	40	42	48

The IQ of each child was computed from the California Test of Mental Maturity; the IQs were analyzed according to the sample groups to see whether significant differences existed among the groups. Differences were found to exist; the IQ scores, therefore, were covaried to nullify these differences.

The findings in the study showed that the parents' attitudes toward the value of education did affect the child's achievement in school, particularly in the academic area of reading. The greatest effect was in reading comprehension. The pattern of influence was the same for all areas of achievement measured by the CTBS (reading, language, and arithmetic). The Mexican-American sample group pattern was the following: the greater the value of education, the *higher* the achievement of their children in school. The Anglo-American middle-class group pattern was the following: the greater the value of education, the *higher* the achievement of their children in school.

On the other hand, the Anglo-American working-class group (matching the Mexican-American group) showed an entirely reversed pattern. This pattern was the following: the greater the value of education, the *lower* their children's achievement in school.

Figure 1 shows the pattern for all three groups when parental attitude was matched with pupil achievement in reading comprehension sections.

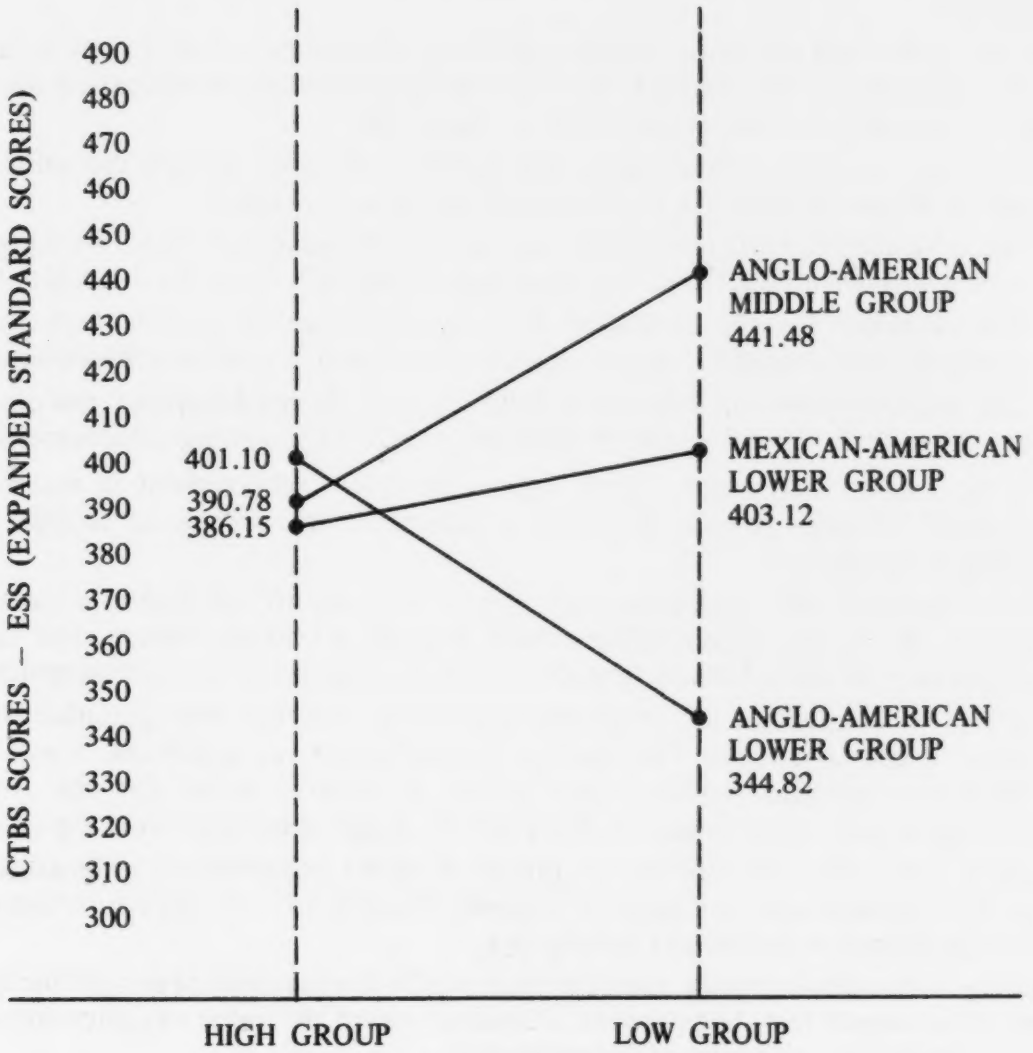

Figure 1. Graphic Plot of CTBS Reading Comprehension Scores – Adjusted Means

NOTES: Based on the Education Scale, Minnesota Survey of Opinions. High Minnesota group – raw scores of 48 and above; low Minnesota group – raw scores of 47 and below.

Conclusions

The findings in this study are restricted by such factors as the research instruments and the population samples studied. Generalizations are therefore limited to comparable populations, and further investigation is required before these findings can be considered applicable to other populations.

If these restrictions are given due consideration, the following conclusions may be drawn from the study:

1. Ethnicity and socioeconomic status appear to influence parents' attitudes toward the value of education, while sex of parent appears to have no influence upon this factor.
2. Ethnicity, socioeconomic status, and sex do not appear to influence value orientations toward Time, Activity, and Man-Nature relationships. The Mexican-American rural working-class parents, the Anglo-American rural working-class parents, and the Anglo-American rural middle-class parents appear to be oriented to a Present-Time orientation, a Doing-Activity orientation, and a With-Nature value orientation.
3. Ethnicity and socioeconomic status appear to affect the child's score on a test of intelligence.
4. Ethnicity and socioeconomic status appear to affect total achievement as measured by a test of achievement, but parents' attitudes toward the value of education do not appear to affect the overall academic achievement of the child.
5. Ethnicity and socioeconomic status and parents' attitudes toward the value of education interact to affect the child's achievement in the area of reading.
   (a) The attitudes toward education held by the Mexican-American working-class parents appear to have a positive effect upon their children's reading achievement.
   (b) The attitudes toward education held by the Anglo-American working-class parents appear to have a negative effect upon their children's reading achievement.
   (c) The attitudes toward education held by the Anglo-American middle-class parents appear to have a positive effect upon their children's reading achievement.
6. Ethnicity and socioeconomic status appear to affect achievement in reading vocabulary, but parents' attitudes toward the value of education do not appear to affect achievement in reading vocabulary.
7. Neither ethnicity and socioeconomic status nor parents' attitudes toward the value of education affects the child's achievement in reading comprehension; but taken together, the interaction of these factors appears to affect achievement in reading comprehension.

   The effect of ethnicity and socioeconomic status, coupled with parental attitude toward the value of education, has, for reading comprehension achievement, a positive effect for the Mexican-American working-class group, a positive effect for the Anglo-American middle-class group, and a negative effect for the Anglo-American working-class group.
8. Ethnicity and socioeconomic status appear to affect achievement in language as measured by an achievement test, but parents' attitudes toward the value of education do not appear to affect academic achievement in language.
9. Ethnicity and socioeconomic status appear to affect achievement in arithmetic as measured by an achievement test, but parents' attitudes toward the value of education do not appear to affect academic achievement in arithmetic.
10. As measured by a test of achievement, the effect that parents' attitudes toward the value of education have upon all of the academic areas shows similar patterns for both the Mexican-American working-class group and the Anglo-American middle-class group; that is, it appears that the more positive the attitude toward the value of education, the greater the achievement of their children in school.

11. The Anglo-American working-class group showed a distinctively different pattern when parents' attitudes toward the value of education were measured against their children's achievement in all the academic areas. The less these parents valued education, the greater was their children's achievement and vice versa.
12. The Anglo-American working-class group appears to have a home socialization process that elicits from the child a negative reaction to those things which the parent deems to be important.

Recommendations and Implications for Educational Practice

Due to the nature of this study, recommendations for educational practice are limited. As it has been indicated, the size of each of the sample groups was small. Although appropriate in size for statistical study, these groups were of inadequate size upon which to base any far-reaching educational recommendations.

Nevertheless, in the light of the limitations on this study, it is possible to suggest some implications for educational practice, with caution as to validation. The implications follow:

It is possible that educators have tended to view the Mexican-American child as comparable to the Anglo-American lower-class child in achievement motivation. This study tends to indicate that the Mexican-American child is achieving at a higher level than the Anglo-American lower-class child when IQ is held constant. Perhaps the Mexican-American child has been wrongly labeled and is more like the Anglo-American middle-class child in his achievement motivation.

The study suggests that the IQ score for the Mexican-American child quite possibly could be hindered by language difficulties and by lack of encouragement on the part of the school system. The schools need to look carefully at their curricula and educational practices in order to determine whether educational blocks are being placed in front of the Mexican-American child in terms of his learning capabilities.

The study tends to show that the Mexican-American parent does value education and that his attitude does have a positive influence upon the achievement of his child.

The study indicates that the value orientation system for the Mexican-American group is identical to that of the other two Anglo-American groups. Perhaps this indication signifies a degree of acculturation in the Mexican-American group; but for whatever reason, the value-orientation system of the Mexican American is not unlike that of the Anglo American. The schools need to realize that there are similarities as well as differences between the Anglo American and the Mexican American.

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ADDENDA

Materials Used in This Study

English
Version

QUESTIONNAIRE

I. D. _____ Name _____

1. A man needed a job and had a chance to work for two men. The two bosses were different. Listen to what they were like and say which you think would be the best one to work for.

   B. One boss was a fair enough man, and he gave somewhat higher pay than most men, but he was the kind of boss who insisted that men work hard, stick on the job. He did not like it at all when a worker sometimes just knocked off work for a while to go on a trip or to have a day or so of fun, and he thought it was right not to take such a worker back on the job.

   A. The other paid just average wages but he was not so firm. He understood that a worker would sometimes just not turn up--would be off on a trip or having a little fun for a day or two. When his men did this he would take them back without saying too much.

   Circle your choice.

   Which of these men do you believe that it would be better to work for in most cases?

   A B

2. Some people were talking about the way children should be brought up. Here are three different ideas.

   A. Some people say that children should always be taught well the traditions of the past (the ways of the old people). They believe the old ways are best, and that it is when children do not follow them too much that things go wrong.

   B. Some people say that children should be taught some of the old traditions (ways of the old people), but it is wrong to insist that they stick to these ways. These people believe that it is necessary for children always to learn about and take on whatever of the new ways will best help them get along in the world of today.

2. (contd.)

C. Some people do not believe children should be taught much about past traditions (the ways of the old people) at all except as an interesting story of what has gone before. These people believe that the world goes along best when children are taught the things that will make them want to find out for themselves new ways of doing things to replace the old.

Circle your choice.

Which of these people had the best idea about how children should be taught?

A B C

3. One time a man had a lot of livestock. Most of them died off in different ways. People talked about this and said different things.

A. Some people said you just can't blame a man when things like this happen. There are so many things that can and do happen, and a man can do almost nothing to prevent such losses when they come. We all have to learn to take the bad with the good.

C. Some people said that it was probably the man's own fault that he lost so many. He probably didn't use his head to prevent the losses. They said that it is usually the case that men who keep up on new ways of doing things, and really set themselves to it, almost always find a way to keep out of such trouble.

B. Some people said that it was probably because the man had not lived his life right--had not done things in the right way to keep harmony between himself and the forces of nature (i.e., the ways of nature like the rain, winds, snow, etc.).

Circle your choice.

Which of these reasons do you think is most usually true?

A B C

4. Three young people were talking about what they think their families would have one day as compared with their fathers and mothers. They each said different things.

4. (contd.)

C. The first said: I expect my family to be better off in the future than the family of my father and mother or relatives if we work hard and plan right. Things in this country usually get better for people who really try.

B. The second one said: I don't know whether my family will be better off, the same, or worse off than the family of my father and mother or relatives. Things always go up and down even if people do work hard. So one can never really tell how things will be.

A. The third one said: I expect my family to be about the same as the family of my father and mother or relatives. The best way is to work hard and plan ways to keep up things as they have been in the past.

Circle your choice.

Which of these people do you think had the best idea?

A B C

5. There are different ways of thinking about how God is related to man and to weather and all other natural conditions which make the crops and animals live or die. Here are three possible ways.

B. God and people all work together all the time; whether the conditions which make the crops and animals grow are good or bad depends upon whether people themselves do all the proper things to keep themselves in harmony with their God and with the forces of nature.

C. God does not directly use his power to control all the conditions which affect the growth of crops or animals. It is up to the people themselves to figure out the ways conditions change and to try hard to find the ways of controlling them.

A. Just how God will use his power over all the conditions which affect the growth of crops and animals cannot be known by man. But it is useless for people to think they can change conditions very much for very long. The best way is to take conditions as they come and do as well as one can.

Circle your choice.

Which of these ways of looking at things do you think is best?

A B C

6. There were three men who had fields with crops (were farmers). The three men had quite different ways of planting and taking care of crops.

   B. One man put in his crops, worked hard, and also set himself to living in right and proper ways. He felt that it is the way a man works and tries to keep himself in harmony with the forces of nature that has the most effect on conditions and the way crops turn out.

   A. One man put in his crops. Afterwards he worked on them sufficiently but did not do more than was necessary to keep them going along. He felt that it mainly depended on weather conditions how they would turn out, and that nothing extra that people do could change things much.

   C. One man put in his crops and then worked on them a lot of time and made use of all the new scientific ideas he could find out about. He felt that by doing this he would in most years prevent many of the effects of bad conditions.

   Circle your choice.

   Which of these ways do you believe is usually best?

   A B C

7. People often have very different ideas about what has gone before and what we can expect in life. Here are three ways of thinking about these things.

   B. Some people believe it best to give most attention to what is happening now in the present. They say that the past has gone and the future is much too uncertain to count on. Things do change, but it is sometimes for the better and sometimes for the worse, so in the long run it is about the same. These people believe the best way to live is to keep those of the old ways that one can--or that one likes--but to be ready to accept the new ways which will help to make life easier and better as we live from year to year.

   A. Some people think that the ways of the past (ways of the old people or traditional ways) were the most right and the best, and as changes come things get worse. These people think the best way to live is to work hard to keep up the old ways and try to bring them back when they are lost.

7. (contd.)

C. Some people believe that it is almost always the ways of the future--the ways which are still to come--which will be best, and they say that even though there are sometimes small setbacks, change brings improvements in the long run. These people think the best way to live is to look a long time ahead, work hard, and give up many things now so that the future will be better.

Circle your choice.

Which of these ways of looking at life do you think is best?

A B C

8. Three men from different areas were talking about the things that control the weather and other conditions. Here is what they each said.

A. One man said: My people have never controlled the rain, wind, and other natural conditions and probably never will. There have always been good years and bad years. That is the way it is, and if you are wise you will take it as it comes and do the best you can.

C. The second man said: My people believe that it is man's job to find ways to overcome weather and other conditions just as they have overcome so many things. The believe they will one day succeed in doing this and may even overcome drought and floods.

B. The third man said: My people help conditions and keep things going by working to keep in close touch with all the forces which make the rain, the snow, and other conditions. It is when we do the right things--live in the proper way--and keep all that we have--the land, the stock, and the water--in good condition, that all goes along well.

Circle your choice.

Which of these men do you think had the best idea?

A B C

9. Some people in a community like your own saw that the religious ceremonies (the church services) were changing from what they used to be.

   C. Some people were really pleased because of the changes in religious ceremonies. They felt that new ways are usually better than old ones, and they like to keep everything -- even ceremonies -- moving ahead.

   A. Some people were unhappy because of the change. They felt that religious ceremonies should be kept exactly--in every way--as they had been in the past.

   B. Some people felt that the old ways for religious ceremonies were best but you just can't hang on to them. It makes life easier just to accept some changes as they come along.

   Circle your choice.

   Which of these three said most nearly what you would believe is right?

   A B C

10. There were two people talking about how they liked to live. They had different ideas.

   B. One said: What I care about most is accomplishing things--getting things done just as well or better than other people do them. I like to see results and think they are worth working for.

   A. The other said: What I care most about is to be left alone to think and act in the ways that best suit the way I really am. If I don't always get much done but can enjoy life as I go along that is the best way.

   Circle your choice.

   Which of these two persons do you think has the better way of thinking?

   A B

11. There were two men, both farmers (men with fields). They lived differently.

A. One man kept the crops growing all right but didn't work on them more than he had to. He wanted to have extra time to visit with friends, go on trips, and enjoy life. This was the way he liked best.

B. One man liked to work with his fields and was always putting in extra time keeping them clean of weeds and in fine condition. Because he did this extra work, he did not have much time left to be with friends, to go on trips, or to enjoy himself in other ways. But this was the way he really liked best.

Circle your choice.

Which kind of man do you believe it is better to be?

A B

12. Three men were talking about whether people themselves can do anything to make the lives of men and women longer. Here is what each said.

C. One said: It is already true that people like doctors and others are finding the way to add many years to the lives of most men by discovering (finding) new medicines, by studying foods, and doing other such things as vaccinations. If people will pay attention to all these new things they will almost always live longer.

A. The second one said: I really do not believe that there is much human beings themselves can do to make the lives of men and women longer. It is my belief that every person has a set time to live, and when that time comes it just comes.

B. The third one said: I believe that there is a plan to life which works to keep all living things moving together, and if a man will learn to live his whole life in accordance with that plan, he will live longer than other men.

Circle your choice.

Which of these three said most nearly what you would think is right?

A B C

13. The government is going to help a community like yours to get more water by redrilling and cleaning out a community well. The government officials suggest that the community should have a plan for dividing the extra water, but don't say what kind of plan. Since the amount of extra water that may come in is not known, people feel differently about planning.

A. Some say that whatever water comes in should be divided just about like water in the past was always divided.

C. Others want to work out a really good plan ahead of time for dividing whatever water comes in.

B. Still others want to just wait until the water comes in before deciding on how it will be divided.

Circle your choice.

Which of these ways do you think is usually best in cases like this?

A B C

14. There were two women talking about the way they liked to live.

A. One said that she was willing to work as hard as the average, but that she didn't like to spend a lot of time doing the kind of extra things in her house or taking up extra things outside like_____. Instead she liked to have time free to enjoy visiting with people--to go on trips--or to just talk with whoever was around.

B. The other woman said she liked best of all to find extra things to work on which would interest her--for example,_____. She said she was happiest when kept busy and was getting lots done.

Circle your choice.

Which of these ways do you think it is usually better for women to live?

A B

15. Two men spend their time in different ways when they have no work to do. (This means when they are not actually on the job.)

B. One man spends most of this time learning or trying out things which will help him in his work.

A. One man spends most of this time talking, telling stories, singing, and so on with his friends.

Circle your choice.

Which of these men has the better way of living?

A B

Spanish
Version

QUESTIONNAIRE

I. D. _____ Name _____

1. Un hombre necesita trabajo, y dos hombres muy diferentes le ofrecen trabajo. Escuche como eran ellos y diga para cual de ellos usted piensa que sería mejor trabajar.

   B. Uno es bastante justo, y paga algo más que los otros patrones pero es un patrón duro. Insiste que sus empleados trabajen duro y siempre estén a sus horas. Se disgusta mucho cuando un empleado toma tiempto para salir de viaje o a divertirse. Casi siempre desocupa al empleado que hace esto.

   A. El otro paga solo sueldos regulares, pero no es un patrón tan duro. Entiende porque a veces un empleado no viene a trabajar, ha salido de viaje o a divertirse por un día o dos. Cuando vuelve, casi siempre lo sigue ocupando sin decirle mucho.

   Indique Vd. su preferencia con un círculo alrededor de la letra.

   ¿Para cuál de estos hombres cree usted que sería mejor trabajar?

   A B

2. Aquí hay tres diferentes opiniones sobre la manera de ensenar a los niños.

   A. Algunas personas creen que a los niños se les debe enseñar las costumbres del pasado con mucho cuidado. Esta gente cree que las viejas costumbres son siempre las mejores, y dicen que cuando los niños no siguen estas costumbres viejas, vienen dificultades.

   B. Otras personas creen que los niños deben conocer las costumbres del pasado, pero no se debe insistir en que se sigan estas costumbres al pie de la letra. Dicen que los hijos necesitan aprender y aceptar muchas cosas nuevas para vivir mejor, hoy en día.

   C. Hay todavía otras personas que no dan casi nada de atención a todas las costumbres viejas. Enseñan las costumbres viejas solo como un cuento intersante. Estas personas dicen que la vida es mejor para todos cuando los hijos aprenden a querer buscar por sí mismos nuevos modos de hacer las cosas, e ir en direcciones nuevas aparte de sus padres.

2. (continuo)
Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos métodos de enseñar a los niños le parece mejor?

A B C

3. Una vez un hombre tenía mucho ganado. Con el tiempo la mayor parte murió por diferentes razones. La gente al hablar de esta pérdida pensaba de diferentes modos.

A. Alguna gente decía, "Uno no puede culpar a un hombre cuando pasan estas cosas. Tales cosas pasan todo el tiempo, y no hay mucho que se puede hacer cuando viene pérdidas como éstas. Tenemos que aprender a aceptar lo bueno con lo malo. ¡Así es la vida!"

C. Otra gente decía, "Probablemente las pérdidas sucedieron porque el hombre no ha hecho las cosas buenas que debía hacer en su vida. No ha vivido en la manera propia para estar en armonía con las fuerzas de la naturaleza, eso es decir, las fuerzas que hacen el viento, la lluvia, y la nieve, y tienen que ver con todo lo que vive."

B. Otra gente decía, "Seguramente era la culpa del hombre mismo que él perdió tanto ganado. Por lo visto, no hizo suficiente fuerza para aprender los modos mejores de mirar por el ganado." Esta gente cree que casi siempre puede uno encontrar algún modo de evitar los apuros, si se empeña en conocer y usar varios modos conocidos de atender a su ganado.

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de esta gente, en su opinión, tiene más razón?

A B C

4. Tres jóvenes estaban hablando de lo que creían que sus familias--eso es decir, ellos mismos y sus hijos--tendrían algún día, comparado con lo que sus padres tuvieron. Cada uno pensaba de distinto modo.

C. Uno dijo, "Yo creo que mi familia tendrá más en el futuro que la familia de mis padres o mis parientes, si trabajamos duro y hacemos nuestros planes con cuidado. La vida en este país casi siempre mejora para la gente que de veras trabaja duro."

7. (continuo)

C. Otras personas creen que lo que venga en el futuro tiene que ser, casi siempre, mejor. Dicen que los cambios siempre traen mejoras aunque uno no vea las mejoras inmediatamente. Estas son las personas que hacen planes lejos en el futuro y se sacrifican muchísimo ahora para que el futuro sea mejor.

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos modos de ver la vida le parece mejor?

A B C

8. Tres hombres de diferentes lugares estaban hablando de lo que puede' o no puede, cambiar el mal tiempo y otras condiciones de la naturaleza. Cada uno dijo algo diferente.

A. Uno dijo, "La gente mía no cree que el hombre tiene el poder de cambiar o vencer la lluvia, el viento, o las otras condiciones naturales. Estas condiciones son las que hacen las sequías y las inundaciones--los años buenos, y los años malos. Creen que estas cosas son como son, y es mucho mejor cuando todos aceptan lo que viene y hacen lo mejor que se puede."

C. Otro dijo, "La gente mía, de veras cree que la obligación de la gente es buscar modos para vencer el tiempo y otras condiciones naturales como han vencido otras cosas. Ellos aún creen que algún día van a hallar modos para vencer las secas y las inundaciones."

B. El otro dijo, "La gente mía cree que si uno se va a llevar bien en la vida, es necesario vivir en armonía con la naturaleza. Esto es decir, se tiene que vivir buenamente en todo lo de la vida. También se tiene que vigilar con mucho cuidado todo lo que nos da la naturaleza--por ejemplo, la tierra, el agua, y todo lo que crece."

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos tres hombres cree usted tiene el mejor modo de pensar?

A B C

9. La gente en una placita como ésta, notaron que las costumbres religiosas y las fiestas religiosas iban cambiando de como eran. Diferentes personas tenían diferentes opiniones sobre estos cambios.

C. A algunas personas le gustaron mucho estos cambios. Esta gente cree que las nuevas costumbres, por lo general, son mejores que las costumbres viejas, y quieren seguir lo nuevo en todas las cosas, aún en las costumbres religiosas.

A. Otra gente estaba muy perturbada con los cambios de las costumbres religiosas y las fiestas religiosas. Esta gente quiere guardar las costumbres exactamente como eran en al pasado.

B. Todavía a otra gente le gustan las costumbres religiosas y las fiestas religiosas del pasado, pero saben que no es posible guardarlas exactamente. Esta gente cree que la vida es mucho más facil cuando se aceptan los cambios que vienen con el tiempo.

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos modos de pensar es más como usted piensa?

A B C

10. Dos personas están hablando de como les gustaría vivir, y cada una tiene diferentes ideas.

B. Una dijo, "Lo que más me importa a mí, es acabar muchas cosas y hacerlas tán bien o mejor que los demás. Me gusta ver resultados y creo que vale la pena trabajar para conseguirlos."

A. La otra persona dijo, "Lo que más me importa a mí, es que me dejen solo, para pensar y hacer las cosas de la manera que mejor me cae a mí. Sí no siempre tengo resultados, pero puedo gozar de la vida de día en día esto me parece el mejor modo de vivir."

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estas dos personas, cree usted tiene la mejor manera de pensar?

A B

7. (continuo)

C. Otras personas creen que lo que venga en el futuro tiene que ser, casi siempre, mejor. Dicen que los cambios siempre traen mejoras aunque uno no vea las mejoras inmediatamente. Estas son las personas que hacen planes lejos en el futuro y se sacrifican muchísimo ahora para que el futuro sea mejor.

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A B C

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   B. Todavía a otra gente le gustan las costumbres religiosas y las fiestas religiosas del pasado, pero saben que no es posible guardarlas exactamente. Esta gente cree que la vida es mucho más facil cuando se aceptan los cambios que vienen con el tiempo.

   Indique Vd. su preferencia con un círculo alrededor de la letra.

   ¿Cuál de estos modos de pensar es más como usted piensa?

   A B C

10. Dos personas están hablando de como les gustaría vivir, y cada una tiene diferentes ideas.

   B. Una dijo, "Lo que más me importa a mí, es acabar muchas cosas y hacerlas tán bien o mejor que los demás. Me gusta ver resultados y creo que vale la pena trabajar para conseguirlos."

   A. La otra persona dijo, "Lo que más me importa a mí, es que me dejen solo, para pensar y hacer las cosas de la manera que mejor me cae a mí. Si no siempre tengo resultados, pero puedo gozar de la vida de día en día esto me parece el mejor modo de vivir."

   Indique Vd. su preferencia con un círculo alrededor de la letra.

   ¿Cuál de estas dos personas, cree usted tiene la mejor manera de pensar?

   A B

11. Dos hombres que tienen siembra, viven muy diferentemente, uno al otro.

A. Uno da a su siembra el cuidado que es necesario pero no cree que debe darle a la siembra más tiempo de lo necesario. Prefiere tener horas libres para andar de visita con sus amigos, andar de paseo, y hacer otras cosas que le divierten. Esta manera de vivir es la que le gusta más a él.

B. El otro trabaja con su siembra casi todo el tiempo. Siempre está sacando hierbas, escarbando y trabajando, porque, al trabajar de esta manera no tiene mucho tiempo de andar de visita o de viaje, o disvertirse de otros modos. Esta manera de vivir es la que le gusta más a este hombre.

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos hombres es mejor ser?

A B

12. Tres hombres hablaban sobre la cuestión de si se podía hacer la vida del hombre más larga.

C. Uno dijo, "Es verdad que el hombre de por sí, ya está aprendiendo modos de hacer la vida más larga. Hay medicinas de los doctores, también el estudio de alimentos propios, y otras cosas como las vacunas. Si los hombres dan buena atención a estas cosas, la vida, seguramente, va a ser más larga."

A. Otro dijo, "Realmente, yo no creo que el hombre, de por sí, pueda hacer mucho para hacer la vida de la gente más larga. Yo creo que todo el mundo tiene ciertos años de vida, y, cuando llega su hora, llega."

B. El tercero dijo, "Pues yo creo que hay un gran plan de la vida entera, que obra para adelantar todo el conjunto. Los hombres que comprenden este plan y aprenden a vivir en acuerdo con este plan, tendrán una vida más larga que los hombres que no lo siguen."

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Con cuál de estas tres opiniones esta used más en acuerdo?

A B C

13. Digamos (vamos a decir) que una placita como esta tiene una noria que se necesita limpiar y arreglar para consequir más agua. El gobierno va a ayudar a la placita, y quiere que la placita haga un plan para dividir el agua que venga. Pero, puesto que nadie sabe cuanta agua va a haber, la gente tiene diferentes opiniones sobre el plan. Aquí hay tres opiniones.

A. Algunos dicen que el plan para dividir el agua debe ser el mismo que han tenido siempre en el pasado.

C. Otros quieren hacer un plan nuevo de antemano, de veras bueno, para dividir cualquier cantidad de agua que venga.

B. Todavía otros dicen que es mucho mejor esperar, y ver cuanta agua llega antes de hacer el plan.

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos modos cree usted que es el mejor en estos casos?

A B C

14. Había dos mujeres que hablaban de la manera en que les gustaría vivir.

A. Una dijo, "No me importa a mí trabajar en mi casa tanto como la mayoría de las otras mujeres, pero no me gustaría pasar mucho tiempo haciendo cosas que no son necesarias, como bordar, coser, lavar, o limpiar lo de la casa demasiado seguido. En vez de pasar tanto tiempo haciendo estas cosas, prefiero tener tiempo libre para platicar con mis amigas, salir de paseo, y gozar de la vida."

B. La otra dijo, "Pues lo que a mi me gusta más, es estar ocupada casi siempre, haciendo muchas cosas que no son de veras necesarias, como bordar, coser, lavar, o limpiar o pintar la casa. Estoy más contenta trabajando."

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos modos de vivir le parece mejor para las mujeres?

A B

15. Dos hombres pasan sus horas libres, eso es decir, las horas cuando no están trabajando, en diferentes modos.

B. Un hombre usa la mayor parte de sus horas libres aprendiendo o probando cosas nuevas que le puedan ayudar en su trabajo.

A. El otro prefiere pasar sus horas libres divirtiéndose, platicando, contando cuentos, o, quizás, cantando.

Indique Vd. su preferencia con un círculo alrededor de la letra.

¿Cuál de estos hombres tiene el mejor modo de vivir?

A B

English
Version

MINNESOTA SURVEY OF OPINIONS
EDUCATION SCALE

I. D. _____ Name _____

Directions

READ EACH ITEM CAREFULLY AND UNDERLINE QUICKLY THE PHRASE THAT BEST EXPRESSES YOUR FEELING ABOUT THE STATEMENT. WORK RAPIDLY. BE SURE TO ANSWER EVERY ITEM.

---

1. A MAN CAN LEARN MORE BY WORKING FOUR YEARS THAN BY GOING TO HIGH SCHOOL.

   Strongly agree Agree Undecided
   Disagree Strongly disagree

2. THE MORE EDUCATION A MAN HAS THE BETTER HE IS ABLE TO ENJOY LIFE.

   Strongly agree Agree Undecided
   Disagree Strongly disagree

3. EDUCATION HELPS A PERSON TO USE HIS LEISURE TIME TO BETTER ADVANTAGE.

   Strongly agree Agree Undecided
   Disagree Strongly disagree

4. A GOOD EDUCATION IS A GREAT COMFORT TO A MAN OUT OF WORK.

   Strongly agree Agree Undecided
   Disagree Strongly disagree

5. ONLY SUBJECTS LIKE READING, WRITING, AND ARITHMETIC SHOULD BE TAUGHT AT PUBLIC EXPENSE.

   Strongly agree Agree Undecided
   Disagree Strongly disagree

6. EDUCATION IS OF NO HELP IN GETTING A JOB TODAY.

Strongly agree Agree Undecided
Disagree Strongly disagree

7. MOST YOUNG PEOPLE ARE GETTING TOO MUCH EDUCATION.

Strongly agree Agree Undecided
Disagree Strongly disagree

8. A HIGH SCHOOL EDUCATION IS WORTH ALL THE TIME AND EFFORT IT REQUIRES.

Strongly agree Agree Undecided
Disagree Strongly disagree

9. OUR SCHOOLS ENCOURAGE AN INDIVIDUAL TO THINK FOR HIMSELF.

Strongly agree Agree Undecided
Disagree Strongly disagree

10. THERE ARE TOO MANY FADS AND FRILLS IN MODERN EDUCATION.

Strongly agree Agree Undecided
Disagree Strongly disagree

11. EDUCATION ONLY MAKES A PERSON DISCONTENTED.

Strongly agree Agree Undecided
Disagree Strongly disagree

12. SCHOOL TRAINING IS OF LITTLE HELP IN MEETING THE PROBLEMS OF REAL LIFE.

Strongly agree Agree Undecided
Disagree Strongly disagree

13. EDUCATION TENDS TO MAKE AN INDIVIDUAL LESS CONCEITED.

Strongly agree Agree Undecided
Disagree Strongly disagree

14. SOLUTION OF THE WORLD'S PROBLEMS WILL COME THROUGH EDUCATION.

Strongly agree Agree Undecided
Disagree Strongly disagree

15. HIGH SCHOOL COURSES ARE TOO IMPRACTICAL.

Strongly agree Agree Undecided
Disagree Strongly disagree

16. A MAN IS FOOLISH TO KEEP ON GOING TO SCHOOL IF HE CAN GET A JOB.

Strongly agree Agree Undecided
Disagree Strongly disagree

17. SAVINGS SPENT ON EDUCATION ARE WISELY INVESTED.

Strongly agree Agree Undecided
Disagree Strongly disagree

18. AN EDUCATED MAN CAN ADVANCE MORE RAPIDLY IN BUSINESS AND INDUSTRY.

Strongly agree Agree Undecided
Disagree Strongly disagree

19. PARENTS SHOULD NOT BE COMPELLED TO SEND THEIR CHILDREN TO SCHOOL.

Strongly agree Agree Undecided
Disagree Strongly disagree

20. EDUCATION IS MORE VALUABLE THAN MOST PEOPLE THINK.

Strongly agree Agree Undecided
Disagree Strongly disagree

21. A HIGH SCHOOL EDUCATION MAKES A MAN A BETTER CITIZEN.

Strongly agree Agree Undecided
Disagree Strongly disagree

22. PUBLIC MONEY SPENT ON EDUCATION FOR THE PAST FEW YEARS COULD HAVE BEEN USED MORE WISELY FOR OTHER PURPOSES.

Strongly agree Agree Undecided
Disagree Strongly disagree

Spanish
Version

INVESTIGACION DE OPINIONES
EDUCATIVOS HECHO EN MINNESOTA

I. D. _____ Nombre_____

Direcciones

Lea cada item con mucho cuidado, y luego rapidamente subraye la frase que expresa el sentimiento suyo del item.

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1. Un hombre puede aprender mas trabajando por cuatro años que ir a la escuela secundaria.

   Muy de acuerdo Acuerdo Indeciso
   Desacuerdo Mucho Desacuerdo

2. El hombre con más educación puede gozar en la vida mejor.

   Muy de acuerdo Acuerdo Indeciso
   Desacuerdo Mucho Desacuerdo

3. La posesión de una buena educación le ayuda a un indiviiduo utilizar sus horas libres mejor.

   Muy de acuerdo Acuerdo Indeciso
   Desacuerdo Mucho Desacuerdo

4. La posesión de una buena educación le da gran consuelo a el hombre sin trabajo.

   Muy de acuerdo Acuerdo Indeciso
   Desacuerdo Mucho Desacuerdo

5. Solo los asuntos de leer, escribir, y matemática se deben enseñar en escuelas sostenidas por el publico general.

   Muy de acuerdo Acuerdo Indeciso
   Desacuerdo Mucho Desacuerdo

6. Uno educación no le ayuda a nadie conseguir un trabajo en estos tiempos.

   Muy de acuerdo Acuerdo Indeciso
   Desacuerdo Mucho Desacuerdo

7. La mayoría de la juventud está recibiendo demás educación.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

8. Vale la pena hacer los esfuerzos requeridos para obtener una educación secundaria.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

9. Las escuelas incitan que los alumnos aprendan a pensar por si mismos.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

10. Hay muchos chorreras inecesarias en la educación moderna.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

11. Una educación solo le hace a uno descontento.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

12. El entrenamiento recibido en las escuelas le ayuda muy poco a uno, al econtrar los problemas actuales de la vida.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

13. La posesión de una buena educación influye a uno que no sea caprichoso.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

14. Las soluciones de los problemas mundiales se encontraron por medio de la educación.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

15. Los estudios secundarios no son prácticos.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

16. Es tonto seguir asistiendo a la escuela si uno puede conseguir un trabajo.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

17. Dinero ahorrado que se usa para conseguir una educación es dinero bien gastado.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

18. Un hombre educado puede avanzar con más rapidez en asuntos de negocio e industria.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

19. No debe ser compulsorio mandar a los hijos a la escuela.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

20. Vale más la educación de lo que muchos piensan.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

21. Una educación secundaria le hace a uno ser mejor ciudadano.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

22. El dinero público que se ha gastado durante los años recién pasados para mejorar asuntos educativos, se hubiera podido haber estado gastado con más prudencia en otras cosas.

Muy de acuerdo Acuerdo Indeciso
Desacuerdo Mucho Desacuerdo

INDIVIDUAL DATA SHEET

1. Pupil I. D.: _____
   Name: _____
   Address: _____
   Phone No.: _____
   Grade: 4 5 6 (Circle One)

2. Sex: M ( ) F ( ) (Check One)
   1 2

3. Reading Achievement: _____(percentile)
   (most recent)

4. Arithmetic Achievement: _____(percentile)

5. Attendance:

   No. of days absent in one year
   ( ) 1. 0-5
   ( ) 2. 6-10
   ( ) 3. 11-15
   ( ) 4. over 15

INTERVIEWER'S RECORD

6. Interviewed:

   ( ) 1. Father only
   ( ) 2. Mother only
   ( ) 3. Mother and father together
   ( ) 4. Other (specify _____)

7. Generation in U.S.:

   ( ) 1. Born in Mexico
   ( ) 2. Born in U.S., either or both parents born in Mexico
   ( ) 3. Born in U.S., parents born in U.S.

8. Languages Spoken in Home:

   ( ) 1. English only
   ( ) 2. Spanish only
   ( ) 3. English and Spanish

9. Parents' Educational Aspirations for Child (comment as necessary) :

( ) 1. Don't care
( ) 2. Not finished high school
( ) 3. High school diploma
( ) 4. Some college
( ) 5. Two-year college diploma
( ) 6. College degree

10. Type of Education (of interviewee):

Years of school completed:
( ) 1. 0-6
( ) 2. 7-9
( ) 3. 10-12
( ) 4. High school diploma
( ) 5. Two years of college
( ) 6. Junior college diploma
( ) 7. Four years of college
( ) 8. College graduate

Where attended school:
( ) 1. U.S.
( ) 2. Mexico
( ) 3. Other

---

11. Warner Scale Rating:

1. Occupation	____	x (4)	____
2. Source of income	____	x (3)	____
3. House type	____	x (3)	____
4. Dwelling area	____	x (2)	____
5. I.S.C. composite			____

12. Ethnic Group:

( ) 1. Mexican American
( ) 2. Anglo American
( ) 3. Anglo middle-class (control group)

13. Minnesota Survey of Opinions – Education Scale:

Raw score _____

Converted score _____